

## Best Practice – I - Sowa-Rigpa at CIHTS

### Objectives

- To preserve the rich traditional knowledge and training of Sowa-Rigpa flourished through millennia.
- To disseminate best standards maintaining tradition intact and supplementing through modern pedagogy.
- To provide practical knowledge in handling patients & medicine processing under experienced practitioners, further, exposing to best practices of other system of medicine.
- To offer accessible and case-based treatment modalities through Sowa-Rigpa that the disease is rooted out from the source.
- To shape students into a rationale human being in handling any medical situation with the available resources.
- To bring altruism and compassion into healthcare as a novel strategy in healing with human touch.

### The Context

Sowa-Rigpa, being an important part of Tibetan studies, CIHTS established the Department in 1993. After obtaining recognition of Sowa-Rigpa from the Govt of India in 2011, with the initiatives of CIHTS, the entire system came under the Ministry of AYUSH. From 2017 guidelines of CCIM are followed strictly with regards to number of intake of students, number of teachers and other facilities. To mould the millennia old tradition into a new system is a transition period. Therefore, CIHTS is very cautious to maintain the rich knowledge system and practices while adopting the modern mechanism in a new framework. In the Sowa-Rigpa tradition, cultivation of compassion, altruism is regarded significant for better deliverance of service to patients without which the treatment would not be effective. Similarly, there are various trainings and practices like empowering the drugs, which is discussed among the modern medical scientists. Balancing modernity with tradition is important.

### The Practice

As a traditional system, the initial learning takes place from adaptive learning through memorization of classical texts such as *rGyud bZhi* (Four Treatise) familiarizing with the glossary, nomenclature, concept- mapping by which self-

reflection in and on one's action takes place regularly. Classics are highly sophisticated, systematically presented and easy to comprehend for learners eventually helping in clinical practice. In the next level, commentaries as references gives clear meaning into the world of health and wellness. By incorporating site survey, visitation, plant cultivation and preparing medicines, students are introduced to learn from patient, staffs and their environment. Training and experience gaining from doctors and clinical team also help them to learn systematically. Weekly class presentation extends ones' understanding and competencies of how to learn individually and in groups.

Adopting **research culture** is considered one of the primary objects and thus students are given boost in written assignments and practicum to analyze unexplored formulations in small scale with their clinical aspects. Encouraging and initiating open discussion and project supported by administrative staffs and collaborating with the students of other disciplines have been constructive in their skill development.

Sowa-Rigpa education has traditionally flourished initially through monastic institution and family lineage and patient receives best care from them. With the concept of teaching hospital from the modern paradigm and the recent establishment of 10-bed hospital with the 4 OPD Units and separate labs for pharmacy, pathology, anatomy and physiology are new to the traditional practitioners. These are pivotal in gaining clinical experiences with patients and documenting detailed health condition.

**Sowa-Rigpa field learning culture** includes identification of crude medicines macroscopically and their processing into a safe medicine. Exploring into the natural habitat is given priority as the best standard practice for collection and harvesting. GPS based plant collection are new avenues in standardizing traditional medicine and efforts are made to introduce these into regular teaching-learning process.

CME, conferences and faculty orientation program are encouraged to develop the knowledge of faculties which boost their teaching techniques and instilling best updated information to their students and its' application in their medical practice.

### **Evidence of Success**

- OPD consultation number is more than 80-per day and more than 2000 patients from local community per year receiving various therapies without

any advertisement. Quality of life for chronic patients has been relieved through Sowa-Rigpa Medication and therapies.

- 70% of our graduates are still in their Sowa-Rigpa practice among which 23% are working in the campus, 30% have migrated abroad who are working in different healthcare sector.
- Increase in the applications for UG program is an indication of its standard.
- Pilot studies on management of Gastritis, Diabetes and hypertension have been very constructive in understanding and validating the efficacy of Sowa-Rigpa medicine.
- Classical text translation from Sanskrit to Tibetan have been robust and welcoming by wider practitioners of Sow-Rigpa.
- First of its kind an antiviral study of Tibetan Medicines in USA has been very prolific in terms of its efficacy with no toxicity study on various Viral replicons.
- Satellite facility for our herbal garden in Tawang, AP has led to conserving high altitude medicinal-plants in their natural habitat and ex-situ cultivation has been phenomenally regaining green wealth.
- Deputation of our Senior faculties has been keystone in establishing Sowa-Rigpa Department in NIT, Sikkim.

### **Problems Encountered and the Resources Required**

- With limited post sanctioned, running a single batch as per CCIM MSR guidelines has been challenging.
- As a budding traditional system with small number of practitioners nationwide, nurturing Sowa-Rigpa practitioners is a load of pressure for administration and academic to meet the MSR laid in the CCIM guidelines. Thus, developing those practitioners into a competent professional is another challenge.
- Without a recurring financial support to meet the Minimum Standard Requirement so to run a Sowa-Rigpa UG program.
- With the limited resources available, hiring resourceful person to conduct research scientifically and validating Sowa-Rigpa has been another challenge.

## **Notes**

- Adopting research culture and attitude supported by genuine spiritual guidance is necessary to be implanted.
- External search into the material world is domineering than exploring emotional hygiene inside. Thus, with the blend of oriental thoughts for regulation of emotional well-being and sophisticated hi-tech materials to engage in physical study will help cater combo health services to the entire humanity.

## **Best Practice – II- Centre for Teacher Education**

### **Objectives**

The objectives are as follows:

- To develop robust pedagogical foundation amongst learners.
- To prepare teachers with best teaching competencies and commitment.
- To prepare teachers with self-confidence, scientific temper, caring and human values.
- To awaken and develop the humane qualities of wisdom, loving, kindness and compassion, right view and conduct, and art of creativity and innovation.
- To refine human perceptions and sensitivities to initiate independent and valid investigation into phenomenal and ethical spheres.
- Integration of specialization in the respective disciplines, blended with moral values through mind education with a sound understanding of mental system and emotional intelligence.

### **The Context**

CIHTS is committed to develop teacher educators in a holistic and integrated way by providing modern education with philosophy, logic and epistemology which are the traditions of ancient Nalanda Monastic University.

CIHTS has started a four-year innovative integrated B.A.B.Ed. programme since 2014-15 and B.Ed. programme from 1999. The integrated four-year course has been designed in such a scholarly manner that the NCTE observed it as the best so far and was not only approved in the first go but also made it as the model course for others.

Besides the regular subjects prescribed by NCTE, the curriculum has “Tibetan language and literature” as compulsory subject. This paper helps to develop the competence in Tibetan language and also preserve and carry the great cultural heritage of Tibetans & people living in Himalayan region. Another compulsory paper “Fundamentals of Buddhist Logic, Psychology and Cognitive Sciences”, which deal with the Tibetan methodology of Teaching-Learning, helps the learner to acquire the necessary skills to teach the subject through logic and concept mapping.

### **The Practice**

In this programme, transaction of practical experiences does require theoretical transaction. Small class size aids in better transaction of practical experiences.

The students study theories followed by demonstration of teaching skills under the micro teaching and simulation practices.

School Internship Programme wherein the students will have to work in a broader spectrum of schools and community taking cognizance of various activities practiced in school and community development of the self, the child, community and school.

School internship programme is divided in two part as Internship I and II.

Internship - I is of four weeks and will be spread over with course work before the final school based teaching Practice. It includes school visit, classroom teaching observation, school based activities and community based programmes. This will also comprise of development of instructional designs in the form of lesson/unit plans with formats/structure provided by CTE.

Internship - II is a school attachment programme of 16 weeks. In this school attachment programme, students will be entrusted with the responsibility of teaching 60 lessons i.e. 30 lessons in each of the two pedagogy subjects under the supervision of B. Ed. faculty and the school teachers to which they are attached.

In addition to the teaching work, students will be assigned the following tasks:

- Observation of teaching in the concerned subject by school teachers.
- Test paper construction and conducting classroom tests.
- Participation in organization of co-curricular activities.
- Library and lab management in the school.
- At least 2 psychological tests: conducting & report writing
- Interaction during Teacher- Parents meet.
- Improvising teaching aids based on assessment of classroom needs.
- Maintenance of school records.
- School Based Action Research Projects
- Evaluation lesson.

During this 16 weeks' internship, 8 weeks' of school attachment is with Indian schools and 8weeks' in Tibetan schools spread across India.

Apart from these experiential exposure, the compulsory paper in each semester i.e "Fundamentals of Buddhist Logic, Psychology and Cognitive Sciences", which deals with the Tibetan methodology of Teaching-Learning, the students acquire the logic and concept attainment through dialectics with traditional style of practice in Tibetan culture on the regular basis in evening with other students of CIHTS.

On the basis of feedback received from the various stake holder during attachment programme, CTE has adopted the practice to revise the curriculum based on feasibility, and practicability of the task.

## **Evidence of Success**

The practice has ensured that the practical inputs are at a level of thoroughness necessary for them to make an impact on the personality and competence of student teachers. One finds a marked difference in the behavior and attitude of student teachers after internship. Particularly, in the Tibetan school attachment programme, the student teachers have to stay in the school or near by the school with their own community, where they are attached, they are prepared to face hardships and difficulties in teaching and learning and learn to keep aside the personal comforts and pleasures.

The skills acquired through “Dialectic” reflects in their teaching practices, and appreciated by the mentor teachers in respective schools.

School based internship provides an opportunity for student teachers to interact with others in school. Thus, these experiences play a vital role in molding the professional competencies of untrained student teachers.

## **Problems Encountered and Resources Required**

The teacher education programme including the teaching practices must be done on the basis of the clientele’s needs, contextual requirements, suitability of the activities, implementation plan and so on.

For the teaching practice activities, every engaged staff member should have the same understanding of it and the criteria for assessment should be transparent and available to all.

Content of “Dialectic” is available only in Tibetan language, and the students learn it in the same, hence some time they face difficulties to translate it in English. Authentic translation of respective text in English is going on.

The faculties face problems to negotiate with the school authorities to maximize the practical experience especially when the school practices and beliefs differ from the philosophy and beliefs of the Institute.